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Guidance in a North Carolina County

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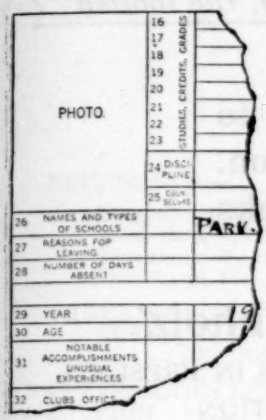

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Editorials

Tragedy of Cheap School Books

PUBLIC schools are jeopardized by legislative endeavor to force public schools to use textbooks that neither private nor parochial schools can be forced to use.

A sample of the spirit of the legislative championship of cheap school books is an extensive and expensive report written for one state legislature this season.

This report frankly admits that it has measured the value of public school textbooks by weighing twenty-six much-used school books and standardizing the price of public school books by the pound as determined by the average retail prices per pound of those twenty-six textbooks.

In short, it bases the value of textbooks on paper and ink and cloth. It takes no account of the intellectual power behind the book, which is the only factor of value in education. It disregards the labor which has gone into producing the most beautiful illustrations or the most informative diagrams and charts. It merely says that because so much paper has been printed on, it is worth so much.

Nothing could be quite so scandalous as to educate children for their life in the complex civilization of tomorrow with scholarship, science and art bought by the pound.

Public school teachers have been educated from five to forty-five years ago.

Facts, philosophies, science, customs and everything else in civilization, absolutely and relatively, are no more what they were ten years ago than a girl of fifteen is like what she was at five years of age.

To legislate on human progress is calamitous, and as impossible as it would be to legislate on the haircut of young men and stockings of young women without consulting the young men and young women.

There are no business men who, of necessity, have to know their market more closely than the successful publishers of school textbooks, and it is

the one business that legislative politics viciously tries to control.

The value of the crop on any acre of farmland depends chiefly upon the variety of the seed and its freedom from any other seed.

An acre of potatoes is worth four times as much if it was seeded by the highest priced variety of absolutely pure seed.

To plant any important crop on good soil with miscellaneous seed bought by the pound or bushel would reduce the value of the yield 75 per cent.

School books are the seed of the education of youth. There is no way to equalize the teaching in any state, county, or city. Any city can, at trifling cost, keep its education up to the times in every way by an occasional introduction of a new series of school books when there is any important scientific, economic or social advance.

We are scandalized by the very thought of allowing any manufactured goods to be allowed to compete with goods made by an untrained laborer or one whose standard of living is below that of American labor, yet there is organized legislative effort to have our children educated by the use of books valued by the pound.

No legislator would dare to introduce a bill telling what books private schools should use.

Legislating on the use of cheap books in public schools is a political move to make the public schools the poor man's school of the lowest grade.

The public schools from 1875 to 1925 set the pace for the private and parochial schools, both of which were improved as were the public schools, but in the last five years there has been a degrading legislative spirit seeking to cheapen the public schools.

Fortunately the American spirit has resisted this demoralizing tendency almost universally, but it shows its anti-public school spirit in some form or other somewhere nearly every year. This year it was "education by the pound" in one state.

N. E. A. Situation

IN VIEW of the proposal to transform the National Education Association into an Aristocratic Mutual Admiration Group, it is important to know why, since 1924, no one has been elected to its presidency except for demonstration of notable and noble organization service in state and national organizations.

Miss Mary McSkimmon of Massachusetts was elected in 1925 because she had made the Massachusetts Teachers' Association nationally famous, and because she was by far the most effective woman to represent the educators of America in the Sesqui-centennial year at Philadelphia.

Francis G. Blair was elected in 1926 because he had the unanimous and ardent backing of every faction of teachers and other educators in Illinois.

Cornelia Adair of Virginia was elected in 1927 because she had organized the educators of Richmond, and of Virginia, brilliantly, and had been treasurer of the N. E. A. for several years.

Uel W. Lamkin was elected in 1928 because he had been an outstanding leader in Missouri, and had wonderfully harmonized the conflicting professional interests of the three leading cities and all sections of the state, besides being a genuine leader in business affairs in the National Education Association.

E. Ruth Pyrtle was elected in 1929 because she demonstrated superb state education prominence in Nebraska, and had done committee work in the National Education Association in several lines for several years, always in positions that required constant attention and skillful attainment.

Willis A. Sutton was elected in 1930 because of the famous entertainment the year before his election, and because the delegates had seen school work in Atlanta a year before that captivated them.

Florence Hale will be nominated and elected without opposition because she addressed more State Associations helpfully and attractively than has any other field worker in any state department.

Since 1924 no one has been elected because of the friendship of others. Idolatrous worship has given place to demonstration of continued organization service of education.

Brooklyn's Famous High School

DR. GEORGE J. RYAN, president of the New York City Board of Education, is adding to his laurels by the creation of the Franklin K. Lane High School, costing $3,000,000. It will be the largest academic secondary school building in the world.

It will be the latest word in equipment and in scientific methods of education.

Shorthand for Millions

"THE Gregg Shorthand system has given millions of young men and women the means of earning a living." This was the statement of John A. Lyman, president of the Eastern Commercial Teachers Association at its thirty-third annual convention in Boston recently, as he presented John Robert Gregg a medallion voted him by the Association.

The Gregg system was first published in Boston, October 16, 1893, and last year Boston University conferred upon Dr. Gregg the degree of Doctor of Commercial Science.

Three Famous School Board Members

By ALBERT E. WINSHIP

MRS. ELIZABETH M. MEHAN

In the largest cities of the United States with school budgets expressed in terms of millions of dollars, the office of president of the school board is one of great public responsibility. In Milwaukee the present incumbent is Mrs. Elizabeth Mehan, whose personal charm and executive ability eminently qualify her for this position. Prior to her marriage to James E. Mehan, in 1910, she had taught for five years in the Twelfth Street School. Beginning her service as a member of the school board in 1921, she has served as chairman of the important committees and as a trustee of the Teachers' Annuity and Retirement Fund.

Her inaugural address to the Board of School Directors in September, 1930, elicited much favorable editorial comment, and stimulated public interest in the proposed legislation concerning complicated problems of annexation. In addition to her school board duties Mrs. Mehan holds the office of publicity director of the National Fraternal Congress of America. She is also a contributor to numerous magazines and editor of a journal devoted to fraternal organizations. During the World War she was a member of the Woman's Speakers' Bureau, and promoted the sale of liberty bonds. As a social worker she is interested in protective measures for working women, and was instrumental in establishing the Travelers' Aid Society in Milwaukee.

In her educational work, although she advocates high scholastic standards, yet she regards character development as of paramount importance. Her high ideals as school director are best expressed in her inaugural address. Referring to the public school as an institution she says:—

> "There is no other institution with greater need for thought and care, for the best exercise of human conscience, and intellectual and spiritual adequacy, in order that those who play upon this harp of a million strings shall do it worthily to the benefit of little children and the glory of the cause they serve."

GERTRUDE SHERMAN

ONE Friday morning in the 'nineties a bashful senior mounted the rostrum in the assembly hall of the old East Side High School in Milwaukee to recite something for the entertainment of the school. What that something was the audience never knew, for after smiling and twisting her handkerchief for a minute in silence, she took her seat. No one had any idea that twenty-five years later this exponent of silent speech, Miss Gertrude Sherman, would be awarding diplomas on that very platform in her capacity of president of the school board.

Born in Milwaukee, Miss Sherman received her formal education in the public schools of that city and at the University of Wisconsin, where she received her B.A. degree in 1900. For a few years subsequent to graduation she taught in the Milwaukee high schools. By nature logical and a clear thinker, Miss Sherman received from her father, who was a prominent physician, pharmacist and scientist, training in scientific methods. After his death she became vice-president of the Jewett and Sherman Company, and secretary-treasurer of the Sherman Company, and the experience thus gained in property management proved valuable to her in developing rare business acumen.

Her recognized ability resulted in her being sought to serve in official capacity on the boards of many social, civic, and philanthropic organizations, of which the following is but a partial list: Milwaukee College Endowment Association, Woman's Club of Wisconsin, College Women's Club, Y. W. C. A., Wisconsin Industrial School for Girls, National Consumers' League, National Council of Defence, Wisconsin Association of School Boards.

In 1919 Miss Sherman's friends persuaded her to become a candidate for the school board, and she led the entire ticket in the number of votes received. Since then she has devoted herself unreservedly to the duties which the office entailed, attending committee meetings night after night when necessary, always placing public service ahead of personal engagements. She served as president of the Board of School Directors in 1925-26. Although she has given service as chairman of the committee on rules, appointments, complaints, and finance, it is with the finance committee that her name is usually associated, due to her exceptional grasp

of financial problems and the making of a budget.

Miss Sherman's chief avocation is her garden. At her country home at Waterville, Wisconsin, she spends as much time as she can. There a host of friends enjoy her generous hospitality and share with her the beauties of home and garden.

MRS. META S. BERGER

Twenty-two years ago Meta S. Berger (Mrs. Victor L. Berger) became a member of the Milwaukee Board of School Directors, one of the first persons to be elected by popular ballot from the city at large. She has been re-elected every six years and usually polled a larger popular vote than other candidates. She has served longer than any other member in Milwaukee's history.

In 1915 she was elected the first woman president of the Milwaukee Board, and was, indeed, the first woman president of any board of education in the United States.

Mrs. Berger has consistently sponsored "propressive education" from an administrative as well as from a pedagogical point of view. She was a proponent of "penny lunches" in the schools, an ardent advocate of playgrounds and social centres, and the use of school buildings for community purposes.

She may claim a large share of the credit for improved standards and conditions of teaching. She led in the move to grant teachers permanent tenure and a definite salary schedule; she helped to inaugurate the teacher pension system; and she urged the organization of a teachers' council to confer with the administrative department.

She championed the cause of the "progressive" or project system. She did much to maintain academic and cultural emphasis in the technical high schools, urging that they had a higher function than that of turning out expert maids and milliners. She heartily supported the medical activities in the public schools and led in the movement for the extension of public health work by way of medical inspection for all the schools, parochial as well as public.

Mrs. Berger was appointed a member of the State Board of Education by Governor Emanuel L. Philipp, a member of the Board of Normal School Regents by Governor Fred R. Zimmerman, and a member of the Board of Regents of the University of Wisconsin by the same governor. She is still a regent of the University.

Cleveland's Leadership in Education

By ALBERT E. WINSHIP

THERE are two wonderful trends in American education. One is "leadership" in some specific phase of education; the other is the "leadership" of some city in its demonstration of some unique feature of modern education.

Cleveland is an interesting demonstration of both of these lines of leadership.

The percentage of children enrolled in the first six grades in Cleveland did not change appreciably in 1910, 1920, and 1930.

The greatest change was from grades VII and IX to grades X to XII. Here the change was 3.63 per cent. From VII to IX it was 2.19 per cent.

The total per cent. of population enrolled in public day schools from 1910 to 1930 was less than four-tenths of 1 per cent., practically the same for the twenty years.

In the last five years the absences decreased in the first six grades one-third; in the junior high school one-fourth; in the senior high school one-fourth.

The percentage of absences in all grades from I to XII was the same in 1930.

Curriculum Centres are one of the most important Cleveland creations of modern education. This really means that the public schools of Cleveland are making an heroic effort to find to what extent the public schools of Cleveland can adapt and adopt progressive methods of private and special schools.

Cleveland Curriculum Centres specialize on specific branch of the curriculum. Arithmetic is considered in one school, elementary science in another, music, art, and penmanship in a third, and so through all curricular subjects.

The nine centres are located in all parts of the city, certain buildings being devoted to the consideration of one subject. Care was taken in choosing buildings for the experimental schools. Old buildings were preferred, so that it could not be argued that the work was being developed under ideal conditions and might be less satisfactory in different surroundings.

Results of Curriculum Centre experimentation are passed on to other buildings in the city as soon as they have been checked scientifically. Wednesday is visiting day in the centres where teachers from other buildings observe teaching methods in the experimental schools. Principals from their buildings arrange classes so that there is no loss of class time and yet do not call for substitutes.

Curriculum Centre teachers frequently go to other buildings to demonstrate methods and to establish new work. Two free teachers are employed in all centres in order that classroom teachers may do this demonstration work.

Belding's Page

Lengthening Preparation

THE tendency in all the professions is to lengthen the period of preparation. Even business, which never quite rated as a profession, is beginning to demand for certain of its positions men with four years' specialized graduate training. The average age at which one enters the practice of medicine, these days, is upward of twenty-five years; and so with the law. Teaching requirements have been slowly but surely climbing. The four-year college is claiming the attention of more and more candidates who, in an earlier period, would have considered two years at normal school adequate fitting. The possession of a master's degree and even a doctorate in philosophy or education is gaining recognition as an asset to those seeking administrative jobs.

All of this tends to lift the levels of the professions—and to make them more exclusive in their selection of personnel. Whether the exclusion isn't operating against some young persons of splendid natural endowment whose financial endowment is unequal to the strain, is a question worth considering.

Another question is: "What portion of one's natural lifetime is it wise to spend in getting ready for a career of service?"

This latter question will eventually focus attention upon the problem of reducing the waste of time in the long and lengthening educational process. How can it be done without overloading the student and wrecking his health?

Perhaps some educator who has grown gray in professional preparation will discover the solution.

Crowded Craniums

CHILDREN in the lower grades have been accorded a degree of freedom which makes school days a pleasanter part of life than formerly. To some extent a child centred education has been achieved.

In the upper areas of education no such gains have been recorded. The tendency is to crowd so much into the curricula of secondary schools and colleges that the student is left but little time to think or to enjoy whatever interests him or would interest him if he were allowed to give it more attention.

Many a college youth has wondered why he is compelled to go over so much ground in so many subjects, when he believes he could get so much more benefit from really doing a few things thoroughly.

The student recognizes a certain rivalry of departments and professors, each seeking to extract more energy and effort. The result is that he contrives to do the minimum of work that will enable him to pass. No wonder he plunges into social diversions as often as he can, and then pays for his fun by sitting up all hours of the night in preparation for the next day's quiz.

To go through high school or college in a daze—unable to see the wood for the trees—is to miss something which, in many instances, will never be regained.

Life in the world of business or the professions is necessarily crowded. Must college be the same way, in order to yield the needful preparation? Or can it be different—and should it be?

Drillground a Battleground

WHATEVER may be the efficacy of military drill as given in many schools and colleges, for the achievement of its aims, it is surely a great success in the production of verbal combats.

The point which stirs the sharpest conflict is the compulsory feature. Wherever this exists, it irritates a good many folks. These are not necessarily of pacifist type. Some of them fully recognize the advantages of military training for those who desire it. But they deem it unsuited to the spirit of America to require boys or young men, as a condition of attending certain institutions, to undergo training in arms.

The logic of the draft may seem to favor compulsory drill. If all are subject to conscription in a time of national peril, why should not all receive the training that will fit them for such service?

The answer is—that all do not receive such training nor has provision been made for all of them to do so. Why pick on the small minority who happen to attend schools in which military drill is given?

Military drill will continue to have its advocates who believe in it for various reasons. It stands upon its merits in many institutions where the choice of this activity is wholly voluntary and where—in consequence—less opposition exists and better results are secured on the drillground and in the life of the campus.

Anson W. Belding

Associate Editor

Spelling in the Junior High School

By W. O. FORMAN

Principal, Lafayette Junior High School, Uniontown, Pennsylvania

Is spelling in the Junior High School improving? What are its proper standards? Have good spellers disappeared with the faded glory of the spelling bee? The writer backs his answers with experience gathered in his school.

THERE are those who will say that we know sufficient to meet all present needs. Would those same people say that no improvement is necessary or possible in teaching junior high school students to be better spellers? There is one side of the spelling situation which no administrator may ignore and that is the criticism which is based on the kind of spelling which patrons see. More than this, schools vary greatly in the emphasis and method of teaching spelling, which may be wasteful of time, energy, and money.

There are certain things we do know about spelling. If we want good spellers, we must make that one of the teaching objectives. Do we want good spellers? Yes, if we will only agree as to what a good speller is. A good speller has at least two characteristics; first, he can spell the 1,000 word list, with a knowledge of a few simple rules in spelling; and second, a *habit* of observing the spelling of new words encountered in reading. Do we want the type of speller who was developed when spelling bees were in their glory? Are spelling bees essential to our social or economic life? Their faded glory is the answer which our present dynamic life has given. When spelling bees were socially popular, did we have better spellers than we have today? Not at all. Were all spellers in the past marvelous spellers, never missed a word, no one was even spelled down? Absurd! There was Fred, who always went down on the first word. True, Mary performed some marvelous feats. We have many such Marys today who not only could perform such marvelous feats in spelling if they cared to spend their energy in that direction, but also are these Marys spending their time and talents on developing social, executive, and vocational abilities undreamed of and never given the chance in the past.

But this is not all we know. There are students in our high schools who will never be able to learn to spell half the 1,000 word list, and no great misfortune will ever come of it. These people will never have any use for the other half! Why waste time on it for them?

But John may become a great executive some day. The schools must prepare for the future with a great "broad" foundation. Well, then, the broader the foundation the better! What will be the limits of this foundation? Deferred values and the law of disuse are perfect companions. Is there any teacher today who does not know their deadly effects?

Are junior high school students better spellers today? Some new evidence has just come to light which indicates that they are better spellers. In the fall of 1928 the writer's school was interested in finding out some facts about spelling. Accordingly, the faculty planned to conduct a spelling campaign for three weeks. The purpose was to find out what words were being misspelled by junior high school students, to take steps to correct these misspellings, and to see how great the problem was. The results showed that such simple words as seems, does, horse, etc., were causing the trouble, and the interesting fact was that the proportion of misspellings from the seventh to ninth grades was 2,000, 4,000, 8,000 totals respectively for three weeks. These results would point toward better spellers each year. The campaign was unique in that the standard of measurement was what the pupil could not spell.

If steps taken to correct misspelling were effective, then the last week's record should show a large decrease in the total words missed. The first week's total for all grades was 4,500; the second, 6,500; and the third, 3,000.

More light was thrown on this problem when the campaign was repeated two years later, fall 1930. It was omitted in 1929. The total misspellings for the seventh grade was 1,683 or 32 per cent. less compared to the seventh grade two years before. For the eighth grade it was 3,253 or 31 per cent. less. These figures point to the fact that junior high school students are better spellers today. We should certainly expect this result if our methodology and philosophy were sound in the elementary and junior high school.

A most interesting fact comes out in the second campaign concerning the ninth grade. The total misspelled words for the ninth grade pupils was less than the total for the eighth grade, but slightly more than the total for the seventh grade. This was a surprise, for the seventh and eighth grades were consistently less in each case. The fact that the total per cent. less is almost identical in both seventh and eighth grades does not seem to be an accident. One explanation seems

outstanding, for all other factors remained much the same. The ninth grade of the 1930 campaign was the seventh grade of the 1928 campaign. It had the advantage of going through the three weeks' contest. The seventh and eighth grades of 1930 did not go through the program in 1928 or 1929.

If we are to assume that the spelling campaign made the difference in the ninth grade results of 1930, how will we explain this? In the first place, the entire school focused its attention on spelling. A spelling consciousness was developed. The correct spelling of simple words in use was the objective. Correction was associated with use. How does this differ from the old spelling bee objective? Chiefly in the words used. The objectives were quite different. The spelling bee sought to learn spelling for spelling's sake. The other plan sought to correct simple errors in order that a minimum standard might be met and public confidence increased in school methods. Why would not the law of disuse operate in both cases? Because in the case of the campaign the spelling was not artificially motivated. Hence, the correct spellings stuck. The old S-R bonds were quickly weakened through repetitions and motivations of correct use since the student met the correction outside of his English class as many times as the case required it.

Shall we teach spelling as a separate subject in the junior high school? If we were to say we should, there would be as many different interpretations put on "teaching" as there are junior highs. We know that some time must be set aside in order that a minimum standard may be as nearly attained as possible, such as the 1,000 word list. The keeping of word lists of misspellings by each student is recognized as essential. Will the campaign, such as has been related, prove to be the panacea for our spelling ills? We do not know. If such a study could be made over a period of years in many high schools with the same results, only then might we safely conclude that we had a better methodology in junior high school spelling. The results of the experiment just related are significant enough to warrant more careful study.

Guidance in a North Carolina County

By R. S. PROCTOR

Superintendent, Craven County

Instruction in the schools of Craven County has been vitalized and given new purpose as a result of the guidance program introduced under the enthusiastic leadership of Superintendent Proctor.

GUIDANCE in the rural schools of Craven County is asked to assist in carrying to completion a big educational objective, namely: that of changing the viewpoint of a rural people from the shimmery things that beckon on the horizon to the almost unlimited possibilities under their feet.

During an eight-year period a program of school consolidation has been carried on and is now completed. Elementary and high school education has been extended to a point never before reached. Practically every child in the system can now secure a high school education without having to leave home to do so.

Over two years ago, however, it occurred to the county school officials that, regardless of new buildings and equipment, transportation of pupils and expanded educational service, the schools somehow were not functioning vitally in the lives of the boys and girls. In the elementary schools, to be sure, progressive educational methods had been introduced, but in the high schools emphasis centred too much upon formal curricular activities and the earning of college entrance credits. Any effort to meet the life needs of boys and girls was incidental rather than pertinent to the program. Mere graduation from high school seemed to carry with it the hope that all other worthwhile things would somehow be attained.

How to make the pupils conscious of definite problems affecting them; how to cause them to think the problems through; how to direct them to consideration of their own abilities and the opportunities at hand for developing them; how to have them consider their own vocational aptitudes and select with a high degree of intelligent effort those occupations they would like to try out—these and other questions like them demanded an answer in terms of school administration and supervision.

The county superintendent led the way toward a solution of these vexing problems. He went back to college to learn what guidance had to offer. After a semester's study and investigation he decided that guidance would help with the solution of the difficulties facing the schools. The teachers in the school system were prevailed upon to prepare themselves for guidance service through summer schools and extension classes, for the superintendent early conceived the idea that in

order for a guidance program to be successful all teachers must be trained in the principles of guidance. At present all of the teachers know what guidance is and what it is called upon to do for boys and girls.

The organization for guidance as now functioning in the county is headed by the county board of education, which has adopted the program as a definite educational service. The county superintendent formulates the general policies. A director of guidance works among the schools, seeing to the many details involved; providing for progressive educational methods and devices, such as activity programs, large unit teaching, testing, adjustment of pupils, training school counselors, assisting with cumulative records, and rendering other services as occasion arises. Each principal is held responsible for the program as it affects his school. Under him is a school counselor, a teacher, who is relieved of a part of her teaching duties, in order to enable her to do individual and group counseling. Each teacher is considered a teacher counselor and is responsible for home room activities in her room. The guidance service extends from the first grade through high school.

The county guidance program attempts to render the following service:—

(1) In the elementary schools, to provide educational experiences fundamental to complete living. Guidance here aims to develop in children a higher degree of self-control through adequate knowledge, participation and co-operation; to develop high degrees of skill in the use of fundamental processes in school subjects and in life situations; to develop vocational understanding and appreciation; to provide for individual expression and the development of personality; to develop an appreciation of sound health; to lay the foundation for the wise use of leisure time; and to develop ethical character.

(2) In the high schools, a consideration of problems facing adolescents. Guidance here aims to teach how to study, how to use the library and reference materials; how to choose electives and student activities; how to meet personal and social problems; how to save; how to keep physically fit; how to select a college, a job or apprenticeship training; and finally, guidance will render follow-up service to those who need it after high school days are over.

Accurate and continuous records of health, achievement, interests, activities, handicaps and other data are being kept for all children. Adjustments in grading, classification, differentiation, special education, and individual instruction are services now being rendered all children. A consideration of individual differences, pupil turnover, and articulation is approached with keen interest on the part of teachers and principals.

If one were to ask any one of the several teachers and principals we have in mind, teachers and principals who have caught the real meaning of the guidance movement, what educational and vocational guidance means to him, the answer would likely be something like this: "It means instilling new life into the school system; it means a new conception of the curriculum; it means a new vision of service; it means vitalizing school work by tying it up with the interests and needs of children; it means disintegrating the mass of boys and girls, making each pupil stand out in clear perspective, and finally, it recognizes personality and provides for its development."

Creative?

By RACHEL L. DITHRIDGE

Hollis, New York

A tall lad said to me
Impulsively—
I used to like to read Masefield,
I read him quite a lot;
But now—oh, well—
Since we have had to read
In class,
And memorize so much,
This thing or that—
I don't like poetry any more.
And I know lots of fellows
Who feel the same as I do.

It was a shock to me!
Though I am not the tall boy's teacher—
And I was silent—conscience-struck!
We've not yet found the way—
The way we're seeking—
Into the land we love.

They Say

R. R. GREENWOOD, High School, Worcester, Mass.:—

"There are few things more conducive to interesting thought than the study of worthwhile books."

ARTHUR BODANZKY:—

"Temperament is for the most part a great humbug."

REV. HARRY EMERSON FOSDICK:—

"The greatest danger to Christianity lies not in unbelievers who attack it but in believers who belittle it."

CAPTAIN DONALD S. LEONARD:—

"The capital punishment bill is like the sign on the electric wire: 'Danger, 5,000 Volts.' If somebody reads the sign and then decides to find out if the warning is bona fide, and is killed, there is little sympathy for him."

GOVERNOR WILBUR CROSS:—

"Phariseeism is a blind spot which no one can see in himself unless he turns 'the ironic eye inward.'"

SHERWOOD ANDERSON:—

"When man invents a machine he is only bringing into the world of fact the thing born in the imaginative world."

MRS. BERTHA E. WILKINSON:—

"It is nothing short of tragic that there are so many persons in this world, particularly men, who are unable to carry a tune."

RABBI S. S. WISE:—

"Primarily, industry should exist for man and not man for industry."

LUD WRAY:—

"A good football coach can earn $12,000 to $15,000 a year."

JUDGE ALFRED J. MURPHY:—

"If the proper procedure were used with children, forty-nine out of fifty would develop into useful and normal citizens."

SIR CHARLES G. ROBERTSON:—

"The fool is the man who believes that he can learn nothing of the secrets of life from books."

THEODORE T. HULL:—

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Something of Dramatics

By CELINA HILLMAN LEWIS
High School, Brookline, Massachusetts

IN THESE day of free schools and even freer expression of personalities, a question has arisen as to the worth of the play which has become more or less a fixture of the school. It goes under many names: the Senior Play, Mid-term Play, Annual Dramatics. To its presentation the public is invited—for a consideration or not—according to the policy of the institution where it is staged. This dramatic performance is presupposed to be carefully techniqued, to represent the best the school can do, and to have educative value as well as power of entertainment.

While theoretically the organization of the play spirit is recognized as a source of pupil development, the practical expression thereof has been labeled time consuming, undemocratic, or artificial. If a drama there must be, the plea is that it shall be one that has burst, Minerva-like, from the head of Jove, in other words from the inspiration of the performers, one which shall on this account include a larger group whose fervor shall express itself in individual spontaneity.

Although believing the play of spontaneous expression where everyone does exactly as he pleases to paint his ego to the world may break down all inhibitions; moreover, appreciating highly the directive value of the student-coached drama for pupil activity, I have lived through too many slip-shod demonstrations and have seen too many undisciplined bores turned loose on an unsuspecting world not to be sensible of the right of the carefully directed, efficiently organized interworking ensemble to have its place in the sun. Because of these qualities it may in the long run be a better training for life than the more loosely centralized product. Ideally should it not be the background from which to work, either as the outcome of a public-speaking department, or as the model for informal work? Drama is an art developed through many centuries. As such, it demands standards. With the present-day influence of the cinema and revue, unless the pupil has had his attention directed to the best on the stage, his mirror of fashion and mould of form are likely to be a bit hazy. After a decade of varying fortunes as faculty adviser of this extra-curricular activity, I see its dangers, yet believe in its virtues.

The secondary school with which I am associated was one of the first to feature the annual play. With the growth of the school there have arisen naturally new problems, but the tryouts have been open to anyone whose scholastic standing will warrant taking on further responsibilities. Naturally the result has been selective, but the chances have been open to all. That is—or should be—a refutation of the term undemocratic. Preliminary and final groups are heard that any talent may not be lost.

I have found that short concentrated rehearsing saves time and is more satisfactory as well. I have arranged the days in such a way that, if necessary, one Saturday morning may be utilized. A month's time has covered everything. By having the dress rehearsal on the afternoon of the day before the evening of the premiere, I have harbored the cast's strength and left space for any detail of lighting or staging that may arise. The scene shifting and property problems have special time assigned when the deck is clear and there is nothing to stumble over. Then the stage manager can work uninterrupted and reduce the shifts to stop-watch proportions. We have made every moment count.

Here I should like to make a few pertinent remarks about the stage forces with which it has been my pleasure to labor or rather I have watched them labor. For to have smooth cooperation behind the scenes means plenty of manual exercise. The force is trained. The stage manager has worked for three years to get his job, and he in turn is bringing up others to take his position. This applies also to the electrician, property, costume managers. Stage managers vary in their ability to handle their forces, but as a rule the tradition of quiet, effective team work has held true. A blue print plan in the possession of each and the place to be at the appointed moment assures speed. The faculty member can sit on the stairs and hold the dog, the crown jewels, or whatever property needs special care until the set is ready for the "once over." I often wonder why young people are willing to work so hard and get only the echo of the applause, but they are. To be behind the scenes is, of course, some compensation.

Because of the very spacious stage which we now have and the professional switchboard, we can put on about what we choose. Our choice may drive the property man to wild searches, but he is usually ingenious, and with a helpful art department he is safe. I have seldom looked upon a more exquisite stained glass window than the one painted there for "When the Chimes Rang." As a matter of fact the properties are found to be available before the title is announced, for the managers have read and discussed the choice. The mob scenes can be trained with comparative ease because there is plenty of space. The two cheering sections of "The Poor Nut" and the town band of "The Youngest" gave the illusion of reality because of numbers. The lighting can be the result of leisured experiment for the best. Nor have we felt

confined to the text for the effect, except, of course, for practical lines.

The offering has varied from year to year with a tendency toward the modern, for that is what young people like and what they understand. Every fourth or fifth year there is a classic on the boards. The choosing of a school play needs the wisdom of a serpent and the gentleness of a dove, for whatever appears is not to the satisfaction of some. Situations, lines, characters must not violate the canons of youthful innocence nor must they be so innocuous as to bore the sophisticated; so there you are. I may say that the faculty member in charge can never hope to be like Caesar's wife—above reproach. She can, however, have the courage of her convictions and hope that her choice may prove, at least, tactful.

Because of the necessity for speech correction—for nearly all pupils speak a language very little resembling our own—it has been my policy to have a coach who has been trained in the spoken word. I might digress on the need of a speech department or on the necessity of that type of training for the faculty member, but that opens too long a discussion. Suffice it to say that when I see—or hear—the results accomplished in four weeks, I long for the English system of instruction in speaking—from the first grade on. The coach is born and not made, truly, for the ideal one never imposes but develops. We have been fortunate in our directors. I know what it is to have a play grow from rehearsal to rehearsal.

One other phase of our activity needs comment, and that is the financial. Art to be art must be for art's sake? Perhaps, but is there any reason why the monetary side should be neglected? The careful spending for staging is an excellent training for making money go a long way, a training which the greater number of us must put into action sooner or later. Personally, I can say nothing too harsh against a situation that allows a young person an opportunity to graft, to be held unaccountable for all cash coming in or going out, or for spending other people's money. This applies to complimentary tickets and "crashing the gates" just as much as to the coin of the realm. Student managers handle advertising and the proceeds from the ticket sales, and subject their accounts for auditing and publication. I might add, too, that all managers submit a report and recommendations for the year to follow. While there is no air of espionage, there is an added sense of responsibility and of correlative interest between pupil and teacher. The business management calls for honesty and efficiency. It is a most valuable training on the one hand and a most reprehensible one on the other if there is an opening for leakage. Morally we have no right to subject anyone to a, perhaps, too great temptation.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Golden Bees

Radha* sat in the royal garden on the very edge of a little village in the kingdom of Rajputana. A wall of seven colored stones went round the garden with dark green mosses growing between the stones. Radha was happy, for the sun was shining, and the big peacock was showing the whole world the spread of his rainbow colored tail. In the mango tree above her head a monkey chattered and threw down pieces of bark upon her. Now, about the face of Radha went a swarm of golden bees. Some people would have been frightened, but Radha merely smiled and listened dreamily to the drowsy hum of the golden wings. From his window the old man of the castle looked down upon the face of Radha. "She is beautiful," he said, "because she is good. Behold now the golden bees circle her head with a living halo of humming wings. Blessed is the land ruled over by the lovely Radha." At that moment the white marble gate at the garden's end opened, and an old beggar hobbled in. One arm was twisted out of shape, and one leg was too short, and the red eyes were watery from the smoke of the campfires beside the dusty trail. Radha looked at the beggar and smiled. "Sanakadi, what do you here?" "A favor, O lovely Radha, a favor I would ask of you." "If it is gold I grant it," said Radha. "It is not gold," said Sanakadi. "It is but the pollen of your golden bees." "Tell me the story," said Radha, "for you have traveled far, Sanakadi, and your eyes are watery with the smoke of many campfires." "There lives a little girl, O Radha, on the banks of the Sacred River. She is very slender, with coal-black eyes. She smiles just a little when she looks at you. Yet she is ill, O Radha. A fever wastes her day and night. She will die unless I bring back to her the pollen of the sacred bee." "It is known to you, Sanakadi," said the lovely Radha, "that the sacred bees gather their pollen in the souls of men, where happy blossoms flutter in a never-ending spring." "It is known to me," said Sanakadi. "And is it known to you, also, that the honey of the bees is the rich food that the present hours prepared for all the hours to come?" "That, too, is known to me," said Sanakadi. "I have studied such matters, O Radha, and in the pollen of the golden bees is health for soul and body, and power to move the hills upon the valleys, and sight so keen that nature's secrets are disclosed, and the great voice also that leaps a thousand leagues from ear to ear. O Radha, in the pollen of a golden bee lies health and strength for the little girl who smiles beside the Sacred River." "And you have traveled far, my Sanakadi, for the girl's sake. You have eaten a dry crust, and drank from the pools beside the road. You have hobbled on your short leg, and warmed your poor hands over smoking fires. Why did you do all of this?" "She is so little," said Sanakadi, "and she smiles upon me even in her pain." "It is enough," said Radha. "You shall have the pollen of the golden bees. Cup both your hands so—in front of you." As she spoke Radha bent her fair head, and the golden bees hummed and dropped their pollen on Sanakadi's palms. "Go," said Radha, "but mark you well! The pollen of the golden bees shall have no power unless the girl lift up her soul to meet it as it falls upon her." In a bamboo shelter beside the Sacred River the little girl lay dead. Neither the pollen of the golden bees nor the sacrifice of Sanakadi could stay the dark hand of him who is never seen. "O Radha," said Sanakadi, "God is good. His purposes are beyond our sight." And Radha, in the garden of the seven colored stones, watched with a smile the circle of the golden bees.

*Radha is symbolic of Science.

Hidden Song

A catbird sat in a thicket beside the road and sang. Out of his dark slate-colored throat poured first the eager morning song of a robin, then the plaintive notes of the meadow lark, and then the lively melody of the little wren. I paused and searched for the singing, hoping to see the upward tilt of his little head and the throb of his throat as he poured his music into the morning air. Modest little artist, he had hidden his beautiful self away in the tangle of green, revealing to me and to the world only the music in his soul. Thus do the worthy ones, the happy ones, the singers of sweet songs, the doers of good deeds, the thinkers of noble thoughts hide away in the world of things, lest their very presence disturb the pouring forth of the messages they bring. Modesty goes hand in hand with the real purposes in life. Forgetfulness of self removes the dam that restrains the creative energy that floods within the soul. Behold how nature leads us on, setting in her calm and forceful way the standards for our spiritual growth. The stars shine by night, rendering a service to the universe which fixes no limits in its use. The rain falls, watering the fields of good and bad alike. The lovely rose blossoms as joyously in the garden of the miser as before the poor man's door. The bird asks no questions of the listening ear, and the sunset heeds not the character of onlooking eyes. Service is life unfolding its joyous presence for a common good, and he is the greatest servant and the best whose toil is not limited by boundaries of creed or race or circumstance or pomp or power. Unseen the singer in the tangled green beside the road, unknown the influence of the listening ears, but in the great plans of the Architect of life, a worthy service and an appreciated place.

The Broken Bottle

Somebody who was careless of the rights of others had thrown a broken bottle into the middle of the street. There it lay, with its jagged edges ready to cut and destroy the tires of automobiles. A little boy was walking just in front of me. He saw the broken bottle, too. I wondered what he would do about it. Would he show that he was a good citizen by removing the menacing glass, or would he go thoughtlessly by? I am sorry to say he went thoughtlessly by. It did not occur to him that there was a good chance to do a neighborly deed for some unknown person.

I wish he had removed that broken bottle, for then I could have told you about it, and called attention to the good consequences of his thoughtful deed. I would have told you of some one who passed that way an hour later and went by in safety, and did not realize that the piece of glass lying in the gutter, where the little boy had placed it, was lying there because someone who never saw him and did not know that he existed, had thought enough of him to remove a danger from his path.

As it is I can only say that the little boy went right by, and thus lost a chance to do a good turn in this old world of ours.

Trees

(Joyce Kilmer)

Blessed are the uplifted trees, friends and protectors of the human race, grand earthly angels, guarding with wide, windswept wings, the happiness of man.

Joyce Kilmer, the beloved poet of the new day, died on the battlefields of

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France. The world mourned his passing. However, unlike many another noble solder, sweet singer that he was, he left behind him an immortal poem, in which his great soul sings like a hermit thrush hidden in the cool evening woods. As this beautiful poem is read to you, think of the poet, imagine that his lips frame the words you hear. Then over the lofty tops of trees will fall the evening splendor of the poet's soul.

I think that I shall never see
A poem lovely as a tree.

* * * * *

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

* * * * *

Poems are made by fools like me,
But only God can make a tree.

Men do not look upon the trees enough. There is beauty in their sturdiness, and the strength and glory of the rising and the setting sun nests in their twisted limbs. There is inspiration in the majestic oaks uplifting high leafy domes, while, from the purple of the poplars, the birds call, at sunrise, like priests mounted in high minarets. There is grace and airiness and soft dancing in the silver birches holding holiday along the streams, and down the brown, shadowy aisles of the high pines, the wind, like a pipe organ, invites the soul to prayer. There is music and a balm of happiness and rest in trees. There is vacation for the weary soul. There is soft, cooling shadow for the overheated heart. There is the quiet of great thinking in the calmness of high trees.

The True Support

My daily garden tour has just carried me into a bleak corner where the north wind swirls around the sharp edge of the house on stormy days, piping a fierce tune, and shaking with his long, flowing fingers the tall barren stems of last year's golden glow.

The stems bend and rattle their dry heads, but the fingers of the wind cannot snap them off, because they are bound together by stout circles of hempen cord.

I remember well the afternoon I placed the cord about them. The sky was overcast, and it was coming on to rain. Fitful squawls of strong wind had come roaring out of the north. As I looked down from a window I saw the ten-foot stalks of the golden glow writhe and bend under the weight of the rushing air. Several of the long, slender stalks had snapped already, and every wild gust took a sad toll of what remained. I rushed outdoors. I sought rapidly for some pole long enough to support the remaining flowers. Unable to find it I seized a handful of cord, and made my way to the assistance of my blossoming friends. I was none too soon. The storm had struck, and the long, gray rain slanted down like fast-driving spears. Gathering an armful of the tall, slender stems of the golden glow, I held it tightly until the first wild sweep of the wind was passed, then I bound the stalks firmly together at intervals of a foot or so with circles of strong hempen cord. The wind swept down once more, but the golden glow, finding a vast strength in its united stalks, needed no help to beat off the storm. The summer passed, and with it the glory of the golden heads that made a real golden glow in the corner of the garden, the flowers faded, and the snows came, capping each dry brown head with a white bonnet. The winter wind blew fiercely, but the spring found the lifeless stalks still upright in their places like sentinels whose sense of duty did not allow the claims of death.

And what one of us tall blossoms in the garden of human life can stand alone? The world in which we grow is far too stormy for our slender strength. It is only when we are granted the support of brothers on our right and on our left, each giving of his strength for the common good of all, that we see human society emerge and grow strong and beautiful beneath the sun. Without our brothers we could not live and prosper for a day. As we depend on them, so do they need us. Therefore, we should train ourselves to be upstanding props on whose strong shoulders the world can lean a little of its weight. But even the support of brothers is not enough. Just as the slender stems of the golden glow need strong circles of hemp to unite the weakness of many into the strength of one, so do we need about us the mighty circles of the friendly law to unite us into one being against whose welfare the winds of evil will blow in vain. Out of the eternal palm unrolls the mighty influence of the law, and all-wise fingers knot it about our passing lives.

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The BOOK TABLE

EVERYDAY ECONOMICS: A Study of Practices and Principles. By Cornelius C. Janzen, State Teachers College, Milwaukee, and Orlando W. Stephenson, University of Michigan. Cloth. 511 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

No subject in use from grades six to twelve is of more concern to the individual citizen and to the government of all citizens than everyday economics, and there is no subject which should be more universally, more wisely and more faithfully taught.

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PROJECTS IN SPEECH FOR A FOUNDATION COURSE. By Alan Houston Monroe and Paul Emerson Lull, both of Purdue University. Paper, 8 by 10 inches. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is an attractive study of the art of being an attractive conversationalist, after-dinner speaker, public speaker, or lecturer.

By using the workbook form it is easy to be informal and every way interesting. It is as enjoyable to those who will listen to good speaking as to those who try to teach the art of attractive talking.

FADS AND FALLACIES IN PRESENT-DAY EDUCATION. By H. E. Buchholz. Cloth. 200 pages. New York: The Macmillan Company.

These eight essays, as the title of the book indicates, are frank and fearless criticisms of situations which are subject to more or less suspicion. Each chapter is heroically and attractively written. In practically every case there is more or less need of house cleaning, and there is little cause for ill-feeling, for there is a vein of pleasantry in it all.

OUTDOOR LAND. Book One. Nature Activity Readers. By Paul Gray Edwards, Chicago public schools, and James Woodward Sherman. Illustrated by Florence L. Young. Boston: Little, Brown and Company.

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PERSONAL ADVENTURE AND ROMANCE PASSAGES IN ENGLISH LITERATURE. Chosen and Edited by E. C. Parnwell. Oxford University Press.

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THE INDIAN TWINS. By Lucy Fitch Perkins. School Edition. Illustrated by the author. Cloth. 200 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The author and her publishers have created more than twenty school readers for various grades about children of as many different countries, races and languages.

The author is as high in the art of interesting and informing children of various school grades about the life of children at home, at play, and at work, in different lands, as other authors have been in writing poetry and stories for children of various tastes and interests. She is as definite an artist in school literature as others are artists in music and art, and this school edition makes it possible for every child to enjoy the literary art of Lucy Fitch Perkins.

VITAL ENGLISH. Intermediate Book. By C. Ralph Taylor and Louise K. Morss, both of Boston public schools. Cloth. 266 pages. Chicago, New York: Laurel Book Company.

The Boston Public Latin School, where C. Ralph Taylor, creator of "Vital English" (three books), has a famous record in preparation of boys for Harvard University, and for their record in Harvard and in professional life, and much credit belongs to Mr. Taylor's work in English.

In the Intermediate Book Mr. Taylor has the assistance of Miss Morss, a teacher in a Boston grade school whose pupils have made exceptional records in Public Latin School English.

Books Received

"The Prognostic Value of Certain Factors Related to Teaching Success." By Roy Roland Ullman. Ashland, Ohio: The A. L. Garber Company.

"Social Civics." By Munro. New York: The Macmillan Company.

"Elementary Home Economics." By Mary Lockwood Matthews. Boston: Little, Brown and Company.

"The Indian Twins." By Lucy Fitch Perkins. Boston: Houghton Mifflin Company.

"Mathematics for Junior High School." By Brueckner, Anderson and Banting. Philadelphia: John C. Winston Company.

"Store Management." By Brisco. New York: Prentice-Hall, Inc.

"Safety Education." By I. Stevenson. New York: A. S. Barnes and Company.

"Projects in Speech for a Foundation Course." By Alan H. Monroe and Paul E. Lull. Boston: D. C. Heath and Company.

"La Salle." By Lockridge. Yonkers, N. Y.: World Book Company.

"Safety Programs and Activities." By Hyde and Slown. New York: Beckley-Cardy Company.

"Vital English." Primary, Intermediate and Advanced. By C. Ralph Taylor and Marian E. Tobey. New York: Laurel Book Company.

"The Psychology of the Elementary Schools." By Harry Grove Wheat, Ph. D. Newark, N. J.: Silver, Burdett and Company.

"Mathematics for Junior High School Teachers." By W. L. Schaaf. Richmond, Va.: Johnson Publishing Company.

"Vocational Guidance and Success." By Gallagher. Milwaukee, Wisconsin: Bruce Publishing Company.

"Characteristic Rhythms for Children: Music." By Anna M. R. Schmidt. New York City: A. S. Barnes and Company.

"Morceaux Choisis des Penseurs Francais du XVI au XIX Siecle." Par O. H. Prior. Paris, France: Librairie Felix Alcan.

"French for Beginners." By Margaret L. Warner and Marie T. Fortier. New York City: Charles Scribner's Sons.

"My Work and Fun Book." Books 5 and 6. — "Elements of Business Training." By John M. Brewer, Floyd Hurlbut, J. Caseman.—"Public School Organization and Administration." By Fred Engelhardt. Boston, Massachusetts: Ginn and Company.

"Adolescent Education." By Frederick E. Bolton. — "Interest and Ability in Reading." By Arthur I. Gates.—"Education, Crime, and Social Progress." By William C. Bagley.—"Fads and Fallacies in Present-Day Education." By H. E. Buchholz. New York City: The Macmillan Company.

"Everyday Good Manners for Boys and Girls." Revised Edition. By Ernestine Louise Badt. Chicago, Illinois: Laidlaw Brothers.

EDUCATION IN ACTION

Favorite Books of Youth Are Revealed

Pittsburgh Junior High School Pupils List Titles They Would Recommend; Standard of Taste Found High

The reading tastes of boys and girls in a typical American city are "amazingly gratifying," the Frick Educational Commission of Pittsburgh has decided. The commission has just published the results of an extensive questionnaire, in the course of which it obtained the titles of the books "enjoyed" in a period of three years by 5,510 pupils between the ages of eleven and nineteen in the junior high schools of Pittsburgh. The purpose was to find not only the kind of books read, but also any variations in tastes that might be identified with each pupil's "brightness" or "dullness" as entered on the school records.

One cause for gratification, in the opinion of the commission, was the amount of reading done. The group had been through a total of 50,845 books in the period.

A second cause was the general preference for the accepted books of youth as against the books that the critics of the younger generation say it reads. Among the top forty-six books named by the commission—rated according to the number of boys and girls who mentioned them—only seven, it is pointed out, were on the list of reading assigned in the schools. "Treasure Island" ranked first, with 1,597 boys and girls having read it. "Ivanhoe" came a good second with 1,255 readers. "Call of the Wild" was third, with "Tom Sawyer," "Little Women," "Lady of the Lake," "Black Arrow," "Huckleberry Finn," "Ramona," "Kidnapped," "Short Stories" (Mikels), Keller—"Story of My Life," and "Jim Davis," following in order.

As to the tastes of "bright" and "dull" students, the commission encountered some surprises. When the books were classified as to type it was found that both groups had almost exactly the same tastes, the only difference being that pupils with high I. Q.'s returned lists that put history and travel in third and fourth places respectively, while the preference of the low I. Q.'s reversed the order. Fiction and short stories came first and second with both groups.

In actual choices of titles the high I. Q.'s seemed to have a slight preference for excitement. Among the eight most popular books of the two groups four titles were the same, while the high I. Q. list included also "Twenty Thousand Leagues," "Dr. Fu Manchu" stories, "Kidnapped" and "Jane Eyre." The low I. Q. list included "Little Women," "Call of the Wild," "Little Men" and "Ramona." Another point of contrast was that the high I. Q. students liked to re-read books, while those in the low group did not.

More Schools Offer Instrumental Music

Instrumental instruction in the public schools today includes a number of activities, such as the toy orchestra in the kindergarten and primary grades, classes in piano, and instruction in playing instruments of the orchestra and band, says the Federal Office of Education. A few years ago the rhythm band was considered largely a means for developing rhythmic consciousness, but of late there is a tendency to see in the toy orchestra the first step in leading the children to an interest in instrumental performance. Piano classes were found in only a few school systems ten years ago, but now hundreds of cities are offering instruction to many thousands of children in the elementary schools. At first nearly all of these cities followed the plan of charging the children small fees for their lessons, but gradually there seems to be a tendency toward making this work a part of the regular curriculum, financed by the school.

Carolina Teachers Vote State Program

The North Carolina Educational Association closed its forty-seventh annual convention by proposing an ambitious program for the state. The following objectives were unanimously adopted: (1) A state board of education to be appointed by the governor, with overlapping terms of office for its members, and vested with the duty of appointing a state superintendent of education; (2) extension of the state-wide minimum school term to eight months, the extended term to be financed by the state or local unit, or both; (3) full local self-government in the matter of providing increased educational opportunities over and above the state-provided minimum, with local control of the local funds, and strict state supervision of state-provided funds: (4) salaries that will attract and retain in the profession the type of teacher North Carolina deserves; (6) character development program as definite and purposeful as possible throughout the entire curricula of the schools.

British to Revise Teachers' Salaries

The local education authorities of England and Wales have given notice of their determination to revise the scales of salaries for teachers in the public elementary and secondary schools. The number of teachers affected is 200,000, and the amount of money spent on their salaries every year is more than 40,000,000 pounds sterling. Teachers' salaries are settled by a standing joint committee called the "Burnham committee" after its chairman, Lord Burnham. This committee consists of representatives of local authorities and teachers. The present salary scales were agreed to in 1925, and they will remain unaltered until March 31, 1932. The present year will be spent by the committee in negotiating a new set of scales to supersede them on April 1 of next year. The local authorities have two objects in view in giving notice to terminate the agreement. They wish to effect a reduction in the amount spent on teachers' salaries, and they wish to redress certain anomalies. The chief anomaly is the existence of four scales, differentiated according to locality. The London scale is the highest; the large provincial towns are next; small towns come next, and the lowest scale is paid in the rural areas. The difference between the salary of an assistant master in London and that of one in a rural area is ninety-six pounds per annum.

Outdoor Schools Please Bulgarians

Bulgaria is now making its first experiments with outdoor schools. One of the best is found in the midst of a forest, Boris Park, in Sofia, and supported by the Sofia Board of School Trustees. The purpose is to provide children with fresh air and sunshine, as well as to experiment with freer, more intimate pedagogical methods. Only the poorest children are received into the institution, where they are kept free of charge. During most of

the year they spend the greater part of their time out of doors. Since formal lessons are avoided the teachers and pupils live as members of a family, and never lose direct contact with nature. Competent persons who have visited the school say that it is producing excellent results. Inasmuch as there are not many private schools in Bulgaria, and since those of the state are rather formal, this outdoor experiment may induce authorities to offer more freedom to the more enterprising teachers.

Chicago Police Attend School

What with one matriculation and another, the policeman's lot is not an idle one—so W. S. Gilbert might decide today. Colleges at least seem more than ever busy this spring, with plans for the education of the force. In the environs of Chicago, where the crime wave is now confidently expected to recede, Northwestern University is contributing its ounce of prevention with an intensive course in crime detection for "law enforcement officers." In the four weeks of the course it is expected to strengthen the arm of the law with knowledge of "toxicology, truth serum, burglary prevention, codes and ciphers, ballistics, criminal law, counterfeiting, incendiarism and arson, uses of ultra-violet rays, handwriting and typewriting identification, firearm identification, photography, gems and their imitations, and chemical warfare against criminals," not to mention "psychology, physiology and physics."

Would Survey Student Aid

A survey of student-aid facilities in the State of New Jersey has been undertaken by the Harmon Foundation in co-operation with the New Jersey College for Women and the New Jersey State Federation of Women's Clubs, as part of an extensive program throughout the United States planned by the foundation. Complete information of sources from which students and prospective students in New Jersey may obtain aid to finance their educations will be made available by the survey, which will also provide colleges and organizations with a better perspective of student-aid administration.

Indians Made Literate in Two Weeks

More than 236 adult Indians, ranging from twenty-two to eighty-four years old, learned the rudiments of reading and writing during the two weeks' illiterary clinic held recently on the Blackfeet Reservation in Browning, Mont., Mrs. Cora Wilson Stewart, chairman of the executive committee of the National Advisory Committee on Illiteracy, said in a report on the clinic to the Commissioner of Indian Affairs. The clinic, which was held with the approval of Secretary of the Interior Wilbur, closed with contests in reading and writing, an Indian feast, and a program of addresses. John Little Blaze, a six-footer, fifty-eight years old, won the reading contest. Scalps-Him-With-His-Own-Knife, a woman, sixty years old, took first honors in the writing test. The occasion was enlivened with a special and original class yell.

"Super-Announcer Voices" Result of Loud Radio

The habit of conversing while a radio is going in the same room is giving Americans "super-announcer voices," Professor Harry A. Overstreet, head of the department of philosophy and psychology of the College of the City of New York, declared recently. "These loud voices are the result of trying to maintain a conversation in a room where the loudspeaker is never turned off," he said.

Radio Set Aids Students

A large radio helps to relieve the humdrum hours in the college of architectural design in the University of Illinois. The radio supplies jazz and classical tunes to students who often work all day and sometimes at night in order to complete an original thought in design. The radio replaced a phonograph.

Report on Age Of Medical Graduates

Of nearly 4,500 medical graduates in the United States in 1929, more than half were from twenty-four to twenty-seven years old, according to the Federal Office of Education. Nine were twenty-one years of age, and eighty-nine were thirty-five years or older. The typical medical school graduate in this country is twenty-five years old. He completes a four-year course, and generally supplements his medical school training with a one-year internship in an approved hospital before going into practice, says the office.

Television Apparatus Urged for Schools

Television apparatus for two new junior high schools, Southern and Western, of Somerville, Mass., is being urged by John H. Kelley, commissioner of public buildings. He believes it an economy to install the apparatus now. "When television is perfected programs could be received in the classrooms with but little additional cost," he declares. The Southern Junior High School, just opened, is equipped with radio apparatus in all classrooms through which announcements and lectures may be broadcast from a control room in the principal's office. Later this apparatus will be developed so that outside programs may be received. Western Junior High School is still in course of construction.

Mother, Not Trustees, To Control Girl's Education

The right of a father to provide in his will for the education of his child, contrary to the wishes of his estranged wife, was denied recently by Surrogate John P. O'Brien, in New York City, in a decision in the estate of Victor H. Carples, who died on September 3, 1930. The Surrogate held that the residuary clause of the will, by which the testator gave his executors and trustees complete jurisdiction over the education of his eleven-year-old daughter, was invalid on the ground that the clause was "contrary to public policy."

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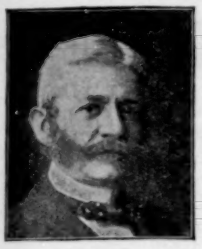

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Chinese College Wins Fight Against President

Students at Tsing Hua College, Peiping, founded with a portion of the remitted American Boxer uprising indemnities, have finally won their battle to resist the appointment of Dr. Lo Chia-lun as president. The Ministry of Education at Nanking has agreed to appoint a successor. Dr. Lo, a personal friend of General Chiang Kai-shek, became president of Tsing Hua in 1928, and served well for almost two years. The students felt that his appointment was political, however, and wanted Tsing Hua to be kept free of political influence. Dr. Lo left Tsing Hua when the northern militarists rebelled against Nanking a year ago.

School Hopes Revive in Peiping

The condition of Peiping's middle schools and universities has never been so uncertain as it was just before the Manchurians arrived, says a dispatch from Peiping. Nanking, after keeping up remittances during the first months of the rebellion, had finally been compelled to use available funds for warfare. The northern coalition could spare nothing. Teachers had not been paid for months, and many of them did not return for the opening of the school year. The intervention of Manchuria renewed educational hopes at once. General Chang Hseuh-liang has a strong personal interest in higher education, and has made large gifts to Northeastern University in Mukden, which he proudly points out as the best university in China.

N. Y. Schools for Jobless Draw Meagre Attendance

There may be many thousand jobless men and women in New York City, but the Board of Education there is skeptical. Two months ago the board ordered classes in its continuation schools thrown open to unemployed adults to receive training in trades where jobs might be available soon. Figures made public showed that there were still 2,624 vacancies in classes not applied for, and that 3,246 had taken advantage of the retraining plan. Morris E. Siegel, director of continuation schools, said he was surprised at the lack of interest among jobless persons in the facilities made available to them in all five boroughs. He said there was a great opportunity for unskilled workers and others to fit themselves for jobs that might soon be available. The largest number attending the classes, Mr. Siegel said, were persons seeking training as secretaries and in other commercial subjects.

Tuskegee Observes Fiftieth Anniversary

Tuskegee Institute observed the fiftieth anniversary of its foundation recently with a three-day celebration, which was attended by distinguished leaders of the white and negro races from many sections of the country. George W. Campbell, a white man, and Lewis Adams, a negro, started the school for negroes in Alabama, and accepted Booker T. Washington as the principal, upon the recommendation of General Samuel C. Armstrong, of Hampton Institute. The school was created in 1880 by an act of the Legislature, and $2,000 was appropriated for teachers' salaries. It was then known as a State Normal School. It was opened in a dilapidated shanty with thirty pupils and Dr. Washington as the only teacher. The institution now has a plant valued at $2,300,000, and a permanent endowment of $7,704,151. Its faculty and staff number 253, and nearly 2,000 students are enrolled. Dr. Robert Russa Moton is principal of Tuskegee at present.

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GRINS BETWEEN GRINDS

Have a Nap

Dickey was listening to a group of older boys and girls discussing what they would like to buy their mothers for Mother's Day. One boy said he was going to get his mama an electric toaster. Another child said she was going to get her mama an electric iron.

Dickey pondered a moment, and said that his father was dead, and his mother had to work so hard he would buy her an electric chair, so she could sit down and rest.

Sense of Propriety

A little girl attending an Episcopal church for the first time was amazed to see all kneel suddenly. She asked her mother what they were going to do. Her mother replied: "Hush, they're going to say their prayers."

"What, with all their clothes on?"

Safe Enough

Kitty—"Come in and see our new baby."

Teacher—"Thank you, but I will wait until your mother is better."

Kitty—"You needn't be afraid. It's not catching."

Modern Miss

Teacher (to seven-year-old) — "So you have broken off a tooth, have you? How did you do it?"

Seven-Year-Old—"Oh, shifting gears on a lollypop."

Don't Worry

"Are you the plumber?"

"Yes, mum."

"Well, see that you exercise care when doing your work. All my floors are highly polished and in excellent condition."

"Oh, don't worry about me slippin', mum. I've got nails in me boots."

Taking No Chances

Tommy had a cat of which he was very fond, and for whose health he prayed every night.

The cat, for some reason or other, died, and the lad's mother got him a new one, but noticed, with some alarm, that it was not mentioned in her child's reverences as its predecessor had been.

"Sonny," she demanded at last, "aren't you going to pray for your new kitty like you did for Trixie?"

"Nope," said the child, hugging his pet to his breast. "I prayed for Trixie, and she died. I'm gonna take care of this one myself."

Just Get in Line

"I called on Mabel last night, and I wasn't any more than inside the door before her mother asked me my intentions."

"That must have been embarrassing."

"Yes, but that's not the worst of it. Mabel called from upstairs, and said: 'That isn't the one, mother.'"—Optimist.

Meetings To Be Held

MAY

18-21: American Association for Adult Education, secretary, Margaret E. Burton, 600 Lexington Avenue, New York City: New York City.

18-22: National Congress of Parents and Teachers of Washington, secretary, Mrs. N. K. Nelson, Keyport: Olympia, Washington.

19-22: National Association of Public School Business Officials, Secretary John S. Mount, State Office Building, Trenton, New Jersey; Richmond, Virginia.

25-28: American Association for the Study of the Feeble-Minded, Secretary H. W. Potter, 722 W. 168th Street, New York City: New York City.

25-29: National Congress of Parents and Teachers of California, secretary, Mrs. Vesta C. Muehleisen, 407 Southern Title Building, San Diego: San Francisco, California.

JUNE

14-20: American Association of Visiting Teachers, Secretary Emilie Rannels, Stevens School of Practice, 13th and Spring Garden Street, Philadelphia, Pennsylvania: Minneapolis, Minnesota.

15-18: American Federation of Organizations for the Hard-of-Hearing, Secretary Betty C. Wright, 1537 35th Street, Washington, D. C.: Chicago, Illinois.

21-23: Ohio Education Association, Secretary F. E. Reynolds, 428 Chamber of Commerce, Columbus, Ohio: Cedar Point, Ohio.

22-26: American Instructors of the Deaf, Secretary Ignatius Bjorlee, School for the Deaf, Frederick, Maryland: Winnipeg, Canada.

22-27: American Library Association, Secretary C. H. Milan, 520 No. Michigan Avenue, Chicago, Illinois: New Haven, Connecticut.

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

28-July 4: National Education Association, Secretary J. W. Crabtree, 1201 16th Street, N. W. Washington, D. C.: Los Angeles, California.

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28-July 4: National League of Teachers' Associations, Secretary G. W. Aiken, 624 Lincoln Avenue, Cincinnati, Ohio: Los Angeles, California.

29-July 3: American Federation of Teachers, Secretary F. C. Hanson, 506 South Wabash Avenue, Chicago, Illinois.

29-July 2: National Education Association, Department of Business, Secretary K. Munkhoff, Grant High School, Cedar Rapids, Iowa: Los Angeles, California.

29-July 3: National Education Association, Department of Kindergarten Primary Education, secretary, Mrs. Florence K. Hampton, Public Schools, Los Angeles: Los Angeles, California.

29-July 3: National Education Association, Department of Lip Reading, Secretary A. I. Putnam, 3610 Milam Street, Houston, Texas: Los Angeles, California.

29-July 3: National Education Association, Department of School Health and Physical Education, Secretary J. E. Rogers, 315 Fourth Avenue, New York City: Los Angeles, California.

29-30: National Education Association, Department of Science Instruction, Secretary E. E. Edwards, Board of Education, Los Angeles: Los Angeles, California.

29-30: National Education Association, Department of Visual Instruction, secretary, Mrs. Grace Fisher Ramsey, Department of Public Education, American Museum Natural History, New York City: Los Angeles, California.

30-July 5: National Association for the Advancement of Colored People, Secretary Walter White (acting), 69 Fifth Avenue, New York City: Pittsburgh, Pennsylvania.

30: National Education Association, Department of Adult Education, Secretary Alonzo G. Grace, University of Rochester, Rochester, New York: Los Angeles, California.

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

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